BY ORDER OF THE CHIEF,
NATIONAL GUARD BUREAU

ANGMAN 36-2201
5 June 1997

Military Training

MAINTENANCE TRAINING POLICY

This publication interfaces with AFPD 36-22, *Military Training,* and implements procedures governing aircraft maintenance training management in the Air National Guard (ANG). It provides a broad management framework for commanders and training managers to adjust procedures to compensate for mission differences of the unit. Installation commanders, or equivalent, may alter the frequency, agenda, and participants of meetings or policies suggested by this publication.

Chapter 1

INTRODUCTION

1.1. The primary mission of the Air National Guard (ANG) is to train personnel for active duty mobilization. Training levels have a direct effect on unit readiness and the safety of personnel and equipment. Air Force mobilization requirements assume ANG units are combat ready and fully prepared to execute assigned mobilization missions. AFPD 36-80, *Reserve Training and Education*, outlines responsibilities of the reserve components as they relate to the active forces.

1.2. Due to recent events within the Department of Defense, accountability for personnel actions has become a major concern. For this reason, training documentation must be considered as important as the actual task training. The job is not done until the paperwork is done. Remember, if the training is not documented (no proof), then the training did not happen. The Logistics Education and Training Manager (LETM) is responsible to ensure proper documentation is occurring within the organization in accordance with established standards.

1.3. The proficiency of logistics technicians performing the daily mission on the flight line and in the shops is critical to the logistics function and to the overall mission. The desired proficiency can only be attained through a well-organized, controlled, and continuous training program. The objective of the Logistics Training Program is to develop and carry out training that teaches job essential skills in an effective, timely manner. This goal is accomplished by coordinating and standardizing the program within the unit; and by providing support and assistance at all levels. The LETM is a consultant and advisor for all unit personnel that have responsibility for training, from the commander to the trainee.

1.4. The purpose of this manual is to provide a guide to support the concepts of training management and the operation (how-to's), duties, and responsibilities for which the logistics training function is accountable It is a manual developed *by* ANG maintenance training managers *for* ANG maintenance training managers. It provides guidance for planning, organizing, coordinating, and evaluating logistics training.

1.5. This manual also includes suggested products, timeframes, and procedures for accomplishing training goals. Included are examples, suggestions, and proven methods for managing training programs. Because ANG maintenance training differs in operation from active duty units, this manual provides some guidance that may appear nowhere else.

Chapter 2

PLANNING, SCHEDULING, AND EVALUATING

2.1. Scope:

2.1.1. In order to identify and plan for training, *know the mission of your organization*. Be familiar with how each section supports the mission. This knowledge is essential for communications with work center personnel. This information is found in ANGI 21-101, *Maintenance Management of Aircraft*. The effective training manager will also be familiar with the unit's Design Operations Capabilities (DOC) statement, the Unit Manning Document (UMD) and the Unit Type Code (UTC). These documents define the unit's mission and are maintained by the Logistics Plans & Programs Office.

2.1.2. The Status of Resources and Training (SORTS) is the method of reporting a unit's capability to meet the mission. This report is broken down into equipment and trained personnel and identifies to headquarters the ability of the unit to support the UTC. The LETM should work with the SORTS monitor to ensure information in the report accurately reflects personnel readiness.

2.1.3. Planning is essential to ensure unit-training programs are producing qualified technicians with a minimum of expended resources. LETMs coordinate and develop the master training plan for the organization and assist supervisors in developing work center-training plans. *Effective unit training does not just happen, it is planned.*

2.2. Training Plans:

2.2.1. Training plans are developed at various levels for almost every type of training. The purpose of any training plan is to make sure objectives are met and resources are available to support them.

2.2.2. Work center-training plans should include any document or information that is pertinent to managing the work center's training. Instructions for assisting supervisors in developing a work center-training plan can be found in AFH 36-2235 V11, *Information for Designers of Instructional Systems Application to Unit Training*. Supporting documentation may be found in AFMAN 36-2247, *Planning, Conducting, Administering and Evaluation Training* (due out FY97-4), and AFI 36-2201, *Developing , Managing and Conducting Training.*.

2.2.3. Examples are:

2.2.3.1. Master Task Listing.

2.2.3.2. Work center-training requirements list from the Automated Training Subsystem (ATS).

2.2.3.3. Specialty Description from AFMAN 36-2108, *Airman Classification*.

2.2.3.4. Initial Evaluation Checklist.

2.2.3.5. Training Charts.

2.3. Training Schedules:

2.3.1. The LETM must plan for unit training assemblies (UTAs), unit annual training, and formal schools as well as equipment, facilities, and materials needed to fully support training objectives. Since Traditional Guardsmen are normally only available for training during UTAs and Annual Training, it is crucial to the success of our mission to gain maximum utilization of this time. This manual provides some methods and ideas to make the most of unit-training schedules (resulting in better attendance at training sessions) and report statistics to commanders.

2.3.2. UTA training schedules are mandatory to ensure adequate, cost efficient, "value added" training is conducted. Training schedules may take on a variety of appearances and should be custom tailored for each unit. Each area should have some type of training schedule identifying what training will be performed during the UTA. It is the LETM's responsibility to ensure supervisors know how to set up a training schedule.

2.3.2.1. The following is a suggestion for developing an organizational UTA training schedule:

2.3.2.1.1. Contact base agencies that provide courses to obtain the time, day, duration and quotas. Some of these agencies may be able to give an annual forecast to the training office to allow for annual planning purposes. Annual planning is always desirable.

2.3.2.1.2. Ask supervisors what in-house maintenance training is being planned. Make sure facilities and equipment are available for their use. For instance, aircraft needed for training must be scheduled through the Maintenance Operations Center. Your unit may already have established procedures for the supervisors to request the aircraft directly. Examples of other items that may be needed are Cardio Pulmonary Resuscitation (CPR) mannequins and audiovisual media and equipment.

2.3.2.1.3. Ensure instructors are scheduled and prepared to teach.

2.3.2.1.4. Coordinate with supervisors to fill quotas.
2.3.2.1.5. Prior to the UTA, publish a training schedule with sufficient time for supervisors to notify personnel of attendance and integrate scheduled training into work schedules. It is recommended to have the training schedule published at least 1 week prior to the training assembly.

2.4. Status of Training Reporting:
2.4.1. While training and readiness is ultimately the Logistics Group commander's responsibility, it is the LETM's responsibility to keep the commander informed of the status of the organization's training program. A Status of Training (SOT) briefing should be given monthly. A written briefing is recommended to allow for historical record keeping. Break it down to individual units (i.e. AGS, MXS, LSF, LG and LS). This will help each commander evaluate his or her training program. It should include skill level, qualification, additional task training, and ancillary training, as applicable. It should also cover career development course (CDC) participation, training status codes, and any other pertinent data relating to training and training progression. Discuss training capacity and capabilities. Explain the impact unqualified personnel could have on meeting mission needs. Explain how trainees are progressing; recommend where command support and emphasis is needed. Emphasize the good points about the program. Recommend alternative methods for overcoming training deficiencies.
2.4.2. Data sources available for the report:
2.4.2.1. Automated training reports.
2.4.2.2. Course status summaries.
2.4.2.3. On-the-Job Training (OJT) rosters (PC III).
2.4.2.4. OJR Core Automated Maintenance System (CAMS).
2.4.2.5. CDC/Professional Military Education (PME) reports.
2.4.3. Include:
2.4.3.1. Personnel in training status "M" and reason.
2.4.3.2. Any training status "D, P, or T" and reason.
2.4.3.3. Number in Upgrade Training by skill-level.
2.4.3.4. Number enrolled in mandatory CDC and any problems.
2.4.3.5. Any other concerns with upgrade training (i.e., Awaiting 7-level school, "X" number of months in training).
2.4.3.6. Additional task training.
2.4.3.7. Overdues in wartime/contingency training.
2.4.3.8. Overdue Ancillary Training as applicable.
2.4.3.9. Overdue status for courses determined critical by the commander (i.e., fire extinguisher training, explosive safety, pallet build up, etc.).

2.5. Occupational Survey Reports (OSR):
2.5.1. Logistics Training is the unit's point of contact (POC) for the Air Force Occupational Survey Program. There are three types of surveys; Job Inventories, Training Emphasis, and Task Difficulty. The Air Force Occupational Measurement Squadron (AFOMS), located at Randolph AFB, develops these surveys, then compiles and analyzes the results. The results from these surveys are used as a tool for higher headquarters to make decisions concerning Air Force Specialty Code (AFSC) direction, elimination, formal training and core task requirements, etc. Questionnaires are sent through base training to the unit-training manager with suspense. As a minimum, it is the LETM's responsibility to ensure these questionnaires are issued to the work center supervisor for dispersal to their personnel. A briefing should be given by the LETM to the supervisor explaining the procedures and importance of the surveys to include a reminder of the suspense to have them completed and returned.
2.5.2. Historically, ANG has had low return rates on these surveys. However, it should be stressed that the importance of these surveys can not be over-emphasized. ANG and Air Force Reserve Command (AFRC), (formerly AFRES,) are very different in organization than active duty. These surveys help support policy differences developed at the Air National Guard Readiness Center (ANGRC). Without accurate data gathered from these surveys, ANG may end up living with policies implemented by active duty that do not support our unique mission requirements. Data in the final occupational survey report (OSR) tend to justify why ANG manages maintenance programs differently. They provide the statistical differences in what ANG maintenance personnel do daily compared to active duty.

2.6. Work Center Visits/Evaluations:
2.6.1. It is important that work centers are accomplishing the necessary training to ensure the unit is mission ready. The LETM is responsible to ensure work center supervisors are highly involved with OJT and training is conducted

and documented in accordance with established procedures. To accomplish this, LETMs use Staff Assistance Visits (SAVs). Guidelines for aiding in performing SAVs may be found in AFMAN 36-2247, due out in the field by fiscal year 97-4.

2.6.2. Work center visits can be formal or informal. Formal SAVs should be performed at least every 18 months and should provide a detailed analysis of a work center's training progress. Informal SAVs should be on a continual basis and may only be a spot check of a particular area. In either case, before your visit, review the work center's ATS records and any pertinent training information.

2.6.3. SAVs are to used ensure compliance with appropriate AF training standards and to help supervisors determine training capacity and capabilities by assisting in identifying work center-training requirements. For either type visit, file a Memorandum for Record (MFR) as a historical record of the visit

2.7. Personnel Processing:

2.7.1. Scope:

2.7.1.1. Training Management, in conjunction with Programs and Mobility, develops procedures to ensure that all incoming and outgoing personnel process through the appropriate management function. Procedures may vary, depending upon unit requirements, but should include the actions listed in paragraphs 2.7.2. and 2.7.3. Generally, Programs and Mobility personnel load and delete the individual in the CAMS database.

2.7.2. In-Processing

2.7.2.1. During in-processing for non-prior service personnel, the LETM should initiate an AF Form 623, *On-the Job Training Record,* with the appropriate CFETP and any combination of forms required by the unit. For prior service personnel, review the individual's training records to ensure that the appropriate Career Field Education and Training Plan (CFETP) and any applicable changes are included. Ensure an employee number is assigned in the CAMS database. Enter any items that should be loaded to the Automated Training Systems (ATS) CAMS. Also, request AF Form 522, *USAF Ground Weapons Training Data,* from both new and prior service personnel if applicable, and route or file as local requirements dictate. Retain any automated products in the AF Form 623, if applicable. If a new AF Form 623 is required, transcribe all information of a historical value from the inside cover. Forward the training record to the appropriate supervisor. Additional items that should be considered during in-processing are:

2.7.2.1.1. Formal school requirements.

2.7.2.1.2. CDC requirements.

2.7.2.1.3. Base and/or Maintenance orientation briefings, etc.

2.7.3. Out-Processing:

2.7.3.1. During out-processing, the LETM reviews the individual's training records and gives all training related products to the individual, to include a CAMS generated print-out and the AF Form 522, if applicable. The individual is then removed from upgrade training in CAMS, if applicable.

2.7.3.2. If the member is transferring to a new base and is enrolled in a CDC, ensure the member has all course materials. Brief the member about the importance of changing the Test Control Facility (TCF) number with Extension Course Institute (ECI) when in-processing their gaining unit. If a course exam (CE) is on base, the Base Education and Training Manager (BETM) must be contacted to transfer the CE to the gaining unit.

2.7.3.3. Programs and Mobility will delete the individual from the personnel database in CAMS when notified by Military Personnel Flight (MPF) that the individual has been discharged.

Chapter 3

OFFICE MANAGEMENT

3.1. Scope:

3.1.1. The LETM has the responsibility to ensure a training program is established. An organized and well-maintained training program produces qualified people who become productive members. The LETM requires a

publications library, applicable CFETPs, an audio visual library, required forms, and an adequate supply of materials for training.

3.2. Publications:

3.2.1. Establishing a publications library for ease in finding references, responsibilities, and requirements is a necessity. Publications are a source of information and authority in applicable reports/information/statistics. By referencing the publication with page/paragraph, the authority is evident in passing on information.

3.2.2. The Customer Account Representative (CAR) orders and distributes publications and trains sub-account representatives in establishing and maintaining publications libraries. The CAR also receives and routes Publications Bulletins (PB) announcing new and revised Air Force, MAJCOM and ANG publications and forms. A current listing of your publication requirements is available from the CAR. It is the responsibility of the LETM to ensure the CAR is informed of changes in publication requirements of the training office.

3.3. Career Field Education and Training Plans (CFETP):

3.3.1. Check the UMD to determine how many personnel are authorized for a particular AFSC and ensure a sufficient number of CFETPs are on hand to make up for attrition. The most current CFETPs are found in the AFIND 8, *Numerical Index of Specialized Education and Training Publications*, or publications bulletins (PBs). Changes should be posted to AFIND 8. Review the PBs to see if any of the training standards are under revision, rescinded or if a new one has just been published. This will ensure time will not be wasted waiting for a training standard that has been rescinded or is under revision.

3.3.2. It may be useful to set up another set of file folders just for informational purposes on the same AFSCs. Problems a shop may be having with core tasks or equipment not available for task training can be identified and placed in this folder. When a Utilization and Training Workshop is held for that AFSC, a copy of any problems in this folder can be forwarded to the ANGRC Career Field Manager for inclusion at the workshop. Additionally, this keeps the training management office apprised of difficulties in the organization meeting training requirements.

3.4. Test Control:

3.4.1. The LETM is responsible for managing the unit's testing program. Supervisors identify testing requirements to the LETM. Procedures for testing are often outlined in a local operating instruction. Each test, whether computer generated or hard copy, must be controlled to prevent compromise of content. Locally devised tests should be functionally oriented and the material confined to the directives in the individual's specific area. Tests should also be constructed to measure what an individual is normally expected to retain for performance of duties. All tests should be reviewed at least annually and updated as required. Guidance for developing and administrating a test program is explained further in AFMAN 36-2236, *Handbook for Air Force Instructors*.

3.4.2. This manual does not address requirements for those units performing CDC or CLEP/DANTES testing. Requirements are very specific and are spelled out in other various training regulations.

3.5. Audio Visual Library:

3.5.1. Another asset to the logistics-training program is an organized audiovisual library. It may include videos, interactive courseware, and computer based training (CBT). As an LETM you need to know what audiovisual materials are available and where to find/order them. Your library should also include a list of current video teletraining (VTT)/distance learning courses available. These audiovisual materials will be widely used for such various purposes as knowledge, training, qualification, evaluation and/or testing. Ensure supervisors are informed what is available in the library.

3.5.2. The following are support organizations for sources of audiovisual media:

3.5.2.1. AETC/TRSS, 6058 Aspen Ave., Hill AFB UT, 84056-5805, DSN 777-0160.

3.5.2.2. HQ AMWC/WCOL, 5656 Texas Ave., Ft Dix NJ, 08640-7400, DSN 944-4081.

3.5.2.3. Joint Visual Information Activity, 11 Hap Arnold Blvd., Tobyhanna, PA, 18466-5102, DSN: 795-7438.

Chapter 4

CAREER FIELD EDUCATION AND TRAINING

4.1. Scope:
4.1.1. Career field training is the training provided for individuals in order to prepare them for performing the unit's mission. While most of this training is directly related to their AFSC, some is not. All training should be concentrated on tasks the individual may be called on for accomplishing the unit's mission. Our job is to ensure that when called upon, we can make a seamless transition into our gaining major commands (MAJCOMs).

4.2. Wartime Tasks:
4.2.1. Do not confuse wartime tasks with the asterisked items in column 1 of the Specialty Training Standard (STS) portion of the CFETP identifying what will be taught in the condensed wartime course. Wartime tasks are defined as those minimum tasks necessary to carry on the wartime mission of the unit. These are tasks that may or may not be in the CFETP but are considered vital for the war effort. Personnel must be trained and measured to ensure they are proficient in these tasks.
4.2.2. Some may be found by examining the wartime mission documents for the unit. These documents may contain additional tasks that the unit is responsible for in wartime. These tasks may include, but are not limited to, duties such as crash recovery, integrated combat turns, weapons load crews, chemical warfare training, decontamination teams, tank buildup teams, security police augmentation, etc. This list is by no means all-inclusive or applicable to every unit. The key is to know what is applicable to your unit and to set up a plan to maintain proficiency in them. Ensure that work centers have identified their wartime tasks and have a plan to provide training on these tasks during UTA.
4.2.3. Repeated daily performance of these tasks may not always be sufficient to maintain proficiency and therefore additional provisions must be developed to provide task performance and measurement to maintain proficiency. Measurement of proficiencies may be accomplished in a variety of ways. Inclusion of these in base and/or unit exercises is required to ensure we can meet Air Force objectives in a wartime environment. Training of these items and measurement should be coordinated with base contingency monitors as necessary. This is essential to ensure all personnel are prepared for successful combat and deployment operations. Remember, our primary mission is to prepare men and women to meet wartime or contingency objectives; this is done through simulation training. An Operational Readiness Exercise is one way of measuring a unit's ability to perform these tasks.

4.3. Core Tasks:
4.3.1. Core tasks are those identified as minimum task qualification requirements within an AFSC by skill level. **They are minimum upgrade training requirements and cannot be waived at unit level.** The only exceptions are those outlined in the CFETP or as directed by message from higher headquarters.
4.3.2. All core tasks must be completed, regardless of duty position, for everyone within an AFSC. If the task is not currently necessary for accomplishment of specific duty position requirements, training must still be provided and the task must be certified. If after certification, the task is not deemed necessary for the duty position, the circle around the item may be removed. This allows training to be accomplished on the task but gives units the flexibility to refrain from keeping an individual proficient in the task. While the individual may not remain proficient in the task, if the task ever becomes mandatory for duty accomplishment, training will have already been received and "spin-up" time will be minimized.
4.3.3. Some tasks identified as critical to a career field may not meet ANG's abilities to train due to limited opportunities for training or safety considerations. Tasks identified as such will be identified at the Utilization and Training Workshop (U&TW) with a */R. These tasks, although considered core task requirements for active duty personnel and tied to their duty position/upgrade requirement minimums, may be deferred for traditional guard personnel until a training opportunity becomes available. This gives units the flexibility to allow for individual skill level progression without being tied to some tasks that may not allow for training within a reasonable timeframe.
4.3.4. In *most* cases, the core tasks identified with a */R should at some point be accomplished for everyone. This ensures a seamless transition with our active duty counterparts during contingencies. However, some */Rs have been utilized to relieve a core task to compensate for safety related reasons or for reasons where a training opportunity may never become available. Examples may include auxiliary power unit (APU) operation or other special certification items that we may never request our traditional guard personnel to accomplish unless they perform an extended active duty tour. Other examples may include a task that is done so infrequently or is of such a complex nature that it would be impractical if not impossible to get all of our traditional guard personnel trained. Generally speaking, although */R is used to relieve the training burden for our traditional guard members, the core

tasks should be accomplished by our full time force, *in most cases*, since they have an equal opportunity for accomplishing training as our active duty counterparts. However, there are some tasks that due to our structure, our personnel may seldom perform even as a technician. Examples include mandatory cross utilization tasks that ACC performs with their hydraulic/engine shop and crew chiefs due to rivet workforce. However, even though our flightline crew chiefs do not normally do hydraulic work, initial task training in these areas should still be performed *when opportunities become available*. ANG technicians will be expected to operate at levels comparable to our active duty counterparts.

4.4. Air Force Training Courses:
4.4.1. Scope:
4.4.1.1. Year of Training initiatives instituted a third party certification requirement designed to provide more integrity and discipline in the training program by ensuring individuals were fully trained and qualified to perform specific (core) tasks. Trainers and certifiers should be recommended by the supervisor and must be properly trained to fulfill those duties. They must be certified and appointed to do so by the unit commander in writing. Certification may be documented in CAMS, by letters of designation, or other means. Trainers and certifiers are trained to perform these tasks by completing the Air Force Training Course. Unit-training managers are required to ensure this training is provided and must notify base training of those individuals who have completed the course. Requests for training should be directed to the unit-training manager and scheduled as required. This training is now available via Distance Learning utilizing VTT. If utilizing VTT, the request for broadcast should be made utilizing procedures defined in the Distance Learning catalog, issued by ANG/MPT. Trainer/certifier requirements and responsibilities are defined in AFI 36-2201, *Developing, Managing, and Conducting Training, and includes the following:*
4.4.2. Trainer:
4.4.2.1. In many situations, the supervisor may be the trainer, but in any case, trainers should be selected on their experience and ability to communicate their skills to the trainee. Trainers should also possess the following qualities:
4.4.2.1.1. Be highly motivated, knowledgeable, and qualified in the task to be trained.
4.4.2.1.2. Be able to communicate with the people and convey what is to be taught.
4.4.2.1.3. Be capable of providing task-oriented training for each required task, as well as teaching theory and task knowledge requirements.
4.4.2.1.4. Be familiar with the function and use of applicable publications as they pertain to the AFSC.
4.4.2.1.5. In addition, the trainer must meet the following requirements and responsibilities.
4.4.2.2. Requirements:
4.4.2.2.1. Attend a formal OJT trainer training course (AF Training course/J6AJS3S2X1-001).
4.4.2.2.2. Possess a higher skill level or experience level than the trainee.
4.4.2.2.3. Be certified on the task to be trained.
4.4.2.2.4. Be appointed in writing.
4.4.2.3. Responsibilities:

4.4.2.3.1. Attend the "TRAINER" Course.
4.4.2.3.2. Get and maintain qualification as a trainer.
4.4.2.3.3. Stay qualified on the task on which others are being trained.
4.4.2.3.4. Plan and conduct training.
4.4.2.3.5. Meet training needs by encouraging feedback and actively seeking help from the supervisor or unit-training manager when necessary.
4.4.2.3.6. Train and sign off all required non-core and non-critical tasks upon completion.
4.4.2.3.7. Train on all core task and notify the supervisor or certifier upon completion for certification.
4.4.2.3.8. Ensure that proper documentation is completed.
4.4.3. Certifier:
4.4.3.1. The supervisor, just as in the case of the trainer, may be the certifier, but in any case, the certifier should possess the same basic qualities as the trainer. In addition, the certifier must meet the following requirements and responsibilities:
4.4.3.2. Requirements:
4.4.3.2.1. Must be appointed in writing.
4.4.3.2.2. Must attend a formal OJT certifier training course (AF Training Course/J6AJS3S2X1-000).
4.4.3.2.3. Must be a 5-skill level staff sergeant (SSG) and certified on the items for which others are being certified.

4.4.3.2.4. Must be an individual other than the trainer, but does not have to possess the same AFSC.

4.4.3.2.5. Exception: In one-man shops, any person, regardless of rank, who has completed certifier training, can certify, regardless of AFSC.

4.4.3.2.6. Exception: For AFSCs without a 5-skill level, a 3-level SSG who meets all other requirements may perform certifier duties.

4.4.3.3. Responsibilities:

4.4.3.3.1. Attend the "CERTIFIER" task evaluator course.

4.4.3.3.2. Get and maintain qualification as a task evaluator.

4.4.3.3.3. Remain qualified in the task that you evaluate.

4.4.3.3.4. Do not evaluate tasks that you have previously trained the airman to perform.

4.4.3.3.5. Evaluate training and certify qualifications.

4.4.3.3.6. Use established training evaluation tools and methods to determine trainee's ability and training program effectiveness.

4.4.3.3.7. Record task qualification per instructions in the appropriate STS or CFETP.

4.4.3.3.8. Brief the trainee, supervisor, and trainer on the evaluation results.

4.4.3.3.9. Encourage feedback.

4.4.3.3.10. Identify strengths and weaknesses.

4.4.3.3.11. When necessary, get help from the supervisor or unit-training manager.

4.4.3.3.12. Ensure proper documentation has been completed.

4.4.3.4. Members having completed any previous Trainer and Certifier course do not need to attend the new AF Training Course.

4.5. Documentation:

4.5.1. The importance of accountability of personnel and their actions must not be underestimated. In the ANG, personnel and the equipment under their control are constantly being stretched to the limits. It is increasingly important we remain accountable for our actions and ensure our decisions are based on logical, proven methods of doing business. Documentation of training gives credence to our ability to do our job.

4.5.2. As a minimum, training records will be kept on all personnel in grade E-6 and below as well as any other personnel in upgrade training. Supervisors, commanders, and career field managers may also require training records on individuals who do not fall into that category if determined necessary. If needed, the STS portion of any CFETP may be placed in a training record in addition to the primary CFETP to record qualification in a cross-utilized AFSC.

4.5.3. Instructions for documentation of the Specialty Training Standard (STS) are spelled out in the CFETPs.   The following is not meant to be regulatory but used as a guide.

4.6. AF Form 623:

4.6.1. The trainee must sign the front cover of the AF Form 623. Additionally, the supervisor must include his or her name on the cover as well. This indicates that the initial orientation has been given and the trainee understands his/her role in the training process. The purpose of the certification block is to verify the information has been transferred from a previous AF Form 623 (Cover).

4.7. Specialty Training Standard:

4.7.1. The specialty training standard outlines the duties and responsibilities of the career field. The identification block of the STS should identify trainers and certifiers. This allows individuals reviewing the records to identify whose initials are present in the certification columns.

4.7.2. Usually, if a task is applicable to a duty position, the item number is circled. There should be a start date, a completion date for completed training, and verification signatures (initials). The trainee will initial indicating he/she can do the job. The trainer will initial and a certifier will initial if the item is a core task. Exceptions include CFETPs that have been transcribed.

4.7.3. Transcribed CFETPs may only have the trainee's and certifier's initials and a completion date. The completion date will be the date of the transcription. If the STS was transcribed, there should be a statement on the 623a identifying this. Most maintenance CFETPs provide details on how to document the STS portion. It is important to note that if a task is transcribed forward to the new CFETP and the item is circled as a duty position requirement, the certification official is indicating that the individual is currently qualified to perform the task. Therefore, recertification may be necessary to ensure that the individual is in fact still qualified.

4.7.4. If an item is no longer required as a part of the duty position, the circle may be removed and the initials may remain. If the item becomes a duty position requirement in the future, an assessment of the knowledge and skills is obtained and the item may be recertified. Again, it must be emphasized that if an item is circled, proficiency should be guaranteed. If it is impossible to remain proficient in a task, the circle should be removed.

4.8. AF Form 797, *Job Qualification Standard Continuation/Command:*
4.8.1. This optional form may be used to document items not otherwise covered in the STS/JQS portion of the CFETP.

4.9. AF Form 623a:
4.9.1. Comments on this form may refer to anything *training related*. Although not mandatory, this form is an excellent place to cover things such as training performed, plans for training, counseling sessions, CDC progression, initial interviews/evaluations, appointments of trainers, supervisors, etc. It is recommended that the 623a be updated monthly identifying the progression of the trainee as this documentation may be needed at a later date to support supervisor and recommendations on individuals.

Chapter 5

AUTOMATED TRAINING SYSTEMS.

5.1. Scope:
5.1.1. Automated systems may be used to document training. Automated systems may be used for all or any part of the training documentation process. There are several different types of approved Automated Training Systems (ATS) (ie, CAMS, G081, TEMS). Consult your appropriate manuals for specific guidance. If an automated training record is used, it must contain as a minimum the core tasks identified in the CFETP.
5.1.2. The LETM must ensure there is reasonable security in-place to avoid erroneous updates in the ATS. Normally, if the LETM is updating the ATS, an AF Form 2426, *Training Request and Completion Certification,* is used as a source document for updates. The AF Form 2426 provides space for the employee numbers, employee names, course codes, and an authorization signature certifying training was accomplished. Normally, this document is filed for a period of time from 6 months to a year as the source document for the update. If capability for updates to the ATS is delegated to work centers, controls of some type must be established to ensure integrity is maintained in the system.
5.1.3. Automated training products may not be used in lieu of a CFETP when requesting a training waiver from ANGRC.

5.2. Core Automated Maintenance Systems (CAMS):
5.2.1. CAMS provides visibility of all training established or scheduled for the maintenance complex. It provides training management the capability to enter required and accomplished training into the computer database. This information is retrieved to plan and control desired training situations.   There are two types of retrieval functions. There is the processing of small volumes of information on -line and the preparations of reports and listings by background batch programs that process independently of the on-line system. Use AFM 66-279, Volume 1 for an index of CAMS screens (TRICs) and glossary of terms, and Volume 17 for inputting information in CAMS.
5.2.1.1. The LETM has the responsibility for maintaining and using information that may have Privacy Act implications. Users have a special responsibility to protect personal data from unauthorized disclosure and alteration. CAMS terminals will not be left open, unattended, or unsecured. The user will be responsible for determining procedures for physical security of the terminal equipment.
5.2.1.2. It is not the intention of this guide to give detailed information on CAMS usage, but to highlight some of the more important screens and reports that will enhance the Logistics training program.   Review the CAMS index screens for the various training screens available.

5.3. Personnel Management:

5.3.1. When new personnel process into the unit, they must be loaded in CAMS. The Programs and Mobility office will normally accomplish this. They will use the Maintenance Personnel Record (MPR) to do this. When the MPR processes (person is loaded), an employee number is produced. This employee number will be permanently assigned to the individual and will be used to document all transactions in the CAMS system.

5.3.2. There is also a background product (meaning the job request goes into a queue and instant feedback will not be available) to go along with the MPR. The Maintenance Personnel Listing (MPL) will provide a listing of everyone within the organization. On-line reports such as the Work Center Roster (WCR) may also be used to provide immediate feedback for an inquiry.

5.4. Training Course Table (TRA):

5.4.1. The TRA is used to load, change, or delete training courses to the database. Training courses loaded into CAMS may include, but are not limited to: ancillary requirements listed in AFCAT 36-2223, *USAF Formal Schools*, recurring training requirements, one-time requirements not listed in the CFETP, formal training courses, etc.

5.5. Training Course Report (TQE):

5.5.1. This background routine is used to retrieve data loaded to the TRA. This product contains all the courses currently loaded to the database. The report can be obtained numerically or alphabetically (by course prefix). This document should be made available for all work centers to allow supervisors to review all courses loaded to the database. Run and distribute to work centers at least annually.

5.6. Work Center-Training Requirements Record (WCT):

5.6.1. The work center-training requirements record is used to load courses against a work center. This creates a database of courses that is automatically loaded against an employee number when it is loaded to a work center. This should be used only for courses that affect a majority of the duty positions within the work center.

5.7. Individual Training Update (ITU):

5.7.1. Courses identified as unique to one or several individuals can be loaded using the Individual Training Update (ITU). This TRIC can also be used to update, change or delete courses assigned to an individual. Use the TRIC TQA ("Training Required" Notice) to retrieve on-line (meaning instant feedback on the inquiry) training requirements data for an individual.

5.8. Training Forecast (TMA):

5.9. Course Status Inquiry (CSI): 5.8.1. This background product is used to obtain a listing that shows the current status of all individuals' training by organization code and has the capability of selecting various options for all, overdue (OVDUE), and awaiting action (AWACT) training. The LETM or work center should run awaiting action/overdue monthly. Run a master training forecast at least once every 6 months.

5.9.1. The CSI is an on-line inquiry that gives a current status for a specific course code for an individual or individuals within a work center. This is a useful tool for work center supervisors in scheduling and requesting training for a specific task.

5.10. Course Status Report (CSR):

5.10.1. The CSR is a background report used for monitoring and providing reports on the course status for a unit, organization, or work center. It can be used to determine training requirements.

5.11. Special Certification Roster (SCR):

5.11.1. Some maintenance personnel will be authorized to perform, evaluate and/or inspect critical work. The SCR is a background report that will extract specific tasks designated as special certification courses (CERT) or inspector (INSP) courses for individuals. Some examples of certification/inspector tasks that may be identified include: clear red X, in-process-inspections, (IPIs), engine run, flight control rigging, egress, towing, refueling/defueling, liquid oxygen (LOX) servicing, borescope or any other training items that necessitate some form of accountability.

5.11.2. Procedures should be established with commanders for maintaining, updating and the frequency for distributing these reports.   Many units have developed office instructions (OIs) to cover procedures for SCRs.

5.12. Detailed OJT Reports (DOR):

5.12.1. The DOR is used to monitor detailed progress of individuals in upgrade training. This report tracks an individual's progress in upgrade training including date entered training, CDCs active or completed, supervisor information, etc. A suggestion is to run this product monthly in triplicate. Retain one copy for file and distribute the other two. One should be filed in the upgrade trainee's training record (replacing the prior month's DOR) and the other should come back signed by the supervisor with any updates. This forces a review of the OJT report monthly by the supervisor and may reduce the tendency to allow training to get behind.

5.13. CAMS Automated JQS System:

5.13.1. Air Force Job Qualification Standards (AFJQS), or CFETPs may be loaded into the CAMS automated program. A manual copy (hard copy original) must be kept in the work center available for review. The CAMS automated training record (JQS) program has advantages and disadvantages. Information in this manual is a basic overview and will not include any how-to directions or guidance. This system may be used if the automated training system includes core tasks as identified in the CFETP and supervisor-designated core and/or duty position tasks. Some LETMs that have the CAMS automated JQSs file a copy of the CFETP in the individual AF Form 623 under the automated JQS for reference for the trainer.

5.13.2. Core tasks are identified in the automated program as directed in AFM 66-279, Volume XVII. Trainer initials are required as well as certifier initials when entered on core tasks in the automated program.

5.13.3. Before deciding whether to load JQSs into CAMS, there are several considerations:

5.13.3.1. Does your data base have room to load in the system?

5.13.3.2. How much time can be devoted to setting up the program such as typing in the CFETP?

5.13.3.3. How much time can be devoted to meeting with the supervisors to determine work center task assignments (WTA) and individual training assignments (ITAs)?

5.13.3.4. How much time can be devoted to classes for trainers and supervisors on the how to update and maintain individual training records?

5.13.4. Once an automated CAMS program is in place it is fairly easy to maintain but the system is time intensive to begin from scratch. Information on this may be requested from the single point of contact (SPOC).

5.13.5. Advantages of the CAMS automated JQS system:

5.13.5.1. Accurate, up-to-date information.

5.13.5.2. Can run inquiries to determine number of tasks not trained, totaled on last page of qualified tasks.

5.13.5.3. Clean, readable, and easily replaced when desired.

5.13.5.4. No circles needed.

5.13.5.5. Trainers can be instructed how to update/maintain screens (forms) in CAMS by brief hands-on classes.

5.13.5.6. Training Visibility Ledger (TVL) shows task status snapshot of work center task training.

5.13.6. Disadvantages of the CAMS automated JQS system:

5.13.6.1. CAMS is sometimes not available (down).

5.13.6.2. Changes to AFJQS/CFETP need to be added/deleted/documented.

5.13.6.3. Time intensive to begin the program.

5.13.6.4. Time intensive instructing classes to trainers and supervisors.

Chapter 6

DISTANCE LEARNING

6.1. Scope:

6.1.1. Distance Learning (DL) is defined as "a method of instruction that does not require the instructor to be physically present with the student". Distance Learning will increasingly become a mainstay as a way to provide training for our airmen into the 21st century. It is cost effective in that it yields a highly trained individual for a nominal amount of money on a per student basis. DL will never totally replace OJT or in-residence training but it will be a factor in reducing the amount of in-residence training required in the future. It is an inexpensive tool to help augment training, provide realistic simulations, and will train our personnel to higher levels of competency. Additionally, it has the potential to accommodate personnel that may otherwise be unable to secure the training they

need due to an inability to attend lengthy formal school TDYs. DL instructional media may be computer based, video based, or in a written format. Future plans include exploring the possibilities of carrying this type of training to the World Wide Web (WWW), cable television, and directly to deploying personnel during their transport phase.

6.2. Computer Based DL:

6.2.1. Computer based DL is emerging as a viable source of instruction for initial, proficiency, and skills enhancement training. There are several different terms and acronyms used to describe different types of computer training. They include Interactive Courseware (ICW), Interactive Videodisk (IVD), Computer Based Training (CBT), Computer Based Instruction (CBI), etc. Typically, they each involve a student participating in a lesson given by the software on the computer. The student interacts with the computer program and the computer measures how well the student grasps the material presented.   Upon completion of the lesson, the student is tested either through the computer or written test. These tests may be graded immediately or in some cases the test must be returned to the authoring organization for grading.

6.2.2. This technology is being exploited to help bridge the gap brought on by manpower reductions and conversions to new weapons systems. Today's newer, technologically advanced aircraft do not break as often as older designs and complex problems seldom occur. Many times a box swap of an LRU (line replaceable unit) will fix the aircraft. This may lead to a decay of troubleshooting skills. Technicians may have difficulty remaining proficient in troubleshooting hard breaks. These same problems our technicians are facing may keep traditional guard personnel from being able to train on complex, time-consuming problems from start to finish. Interactive courseware provides simulations of actual aircraft maintenance procedures and practices.

6.2.3. Presently, over forty former FTD courses are being offered in a computer-based format. This was originally driven by the FTD drawdown. They provide the same degree of instruction and certification as the previous "in residence" version of the courses. This is significantly more cost-effective than sending personnel TDY to school.

6.2.4. Computer based training is now available. Compatibility problems between software and hardware have been a problem in the past. DoD, AF, and other governmental agencies are working to ensure compatibility for future development of systems. AETC/TRSS at Hill AFB is one source that provides support for computer contracting and purchases. Computer systems purchased through TRSS are guaranteed; TRSS will support maintenance on the equipment as long as the organization that purchases the equipment does not attempt to do maintenance on it, thus voiding the warranty. Computers are approximately $5400 per platform and may be purchased with unit funds. Computers are also listed in the GSA catalog and may be purchased by units through their local contracting office. However, if it is anticipated your unit will use the software developed by AETC/TRSS, it is important to contact them to ensure these systems are compatible with their software before purchase.

6.2.5. All AETC developed software is free and can be found listed in AFCAT 36-2223, chapter 6. AETC/TRSS's catalogs may be requested by calling the program configuration management section at DSN 777-0160.

6.3. Managing Computer Based Training:

6.3.1. Formal CBT courses are requested by using the Technical Training Exportable Training Request worksheet form in the DL guide. This will include the course number, number of students, etc. The individuals taking the course do not have to be specified when ordering. Normally, only the number of students is stated. The form must be faxed directly to ANG/MPT who in turn will build a requirement in the system and forward the request to 2AF.

6.3.1.1. The distribution function at the technical training center (Sheppard, Keesler, etc.) send the course materials to the Job Site Training (JST) POC at the unit. Generally they will send about 5 copies of the course, depending on the number of students. They will also send 1 test disk and 1 test generator disk with instructions. The JST POC must supply 1 formatted floppy disk to each student for the course. It is important to note that the student is welcome to take the course home to accomplish if desired.

6.3.1.2. The JST POC completes the necessary forms (i.e., AETC form 325) to submit showing students enrolled in the course and then the course is distributed to the students. Upon completion of the course, the students report to the JST POC for an End-of-Course test. The JST POC administers the test and returns the student disk to the technical training center for grading and issuance of a course completion certificate. The course is maintained by the JST POC for future enrollees.

6.3.2. Courses ordered from Hill AFB for the IVD systems are not returned for grading. These are presently used exclusively for continuation/proficiency training. While the courses do offer testing within the program, feedback is immediately given through the computer and there is no final examination. Additionally, there is no diploma given for course completion.

6.3.3. Software may be ordered directly from AETC/TRSS and the programs available may be found in their catalog as well as in the CFETP. For units that have purchased computer systems through TRSS, software shipments are automatic as they are developed and do not have to be requested. Updates to software are normally sent out on a quarterly basis.

6.4. Video Teletraining (VTT):

6.4.1. AETC is exploring DL education and training with the Air Technology Network (ATN), a satellite-based educational network providing distance learning capabilities. AETC closes the gap between education and training requirements and shrinking education and training dollars by providing quality instruction over the ATN. ATN is a one-way video/two-way-audio satellite network. ANG is utilizing the same technology with our version of ATN called the Warrior Network.

6.4.2. ANG created the Warrior Network combining command and control and training missions. ANG/PMEC broadcasts the NCO Academy Seminar program. The number of other courses available via this type of DL media is growing. As courses become available through AETC, AFIT, AU, or ANG, they are included in a Distance Learning catalog that is e-mailed to your BETM and your VI technician. Some transmissions do not have the lead time necessary to be included in the DL catalog and are advertised through a special advertisement that is also e-mailed to your BETM and your VI technician. Your base should have a process identified for the advertising and requesting of any courses that are available. Future schedule and courses may be advertised through a World Wide Web site.

6.5. Other DL Technologies:

6.5.1. Other DL technologies include media that you are already familiar with such as correspondence, videotape, and telephones. These technologies will continue to play a large role in the training programs of our personnel now and in the future. Each DL media has its positive, as well as negative, aspects. As a training issue is identified, the best media will be selected in order to obtain the desired training objective.

6.6. Field Participation in DL:

6.6.1. Besides using the new DL media and integrating it into their training programs, units should also identify issues that in one format or another would enhance or improve their training program. Training issues may be addressed to ANG/MPT either through the unit's BETM or the Career Functional Manager at ANGRC. Issues will be evaluated and resolved through the cooperative efforts of the CFM and ANG/MPT.

Chapter 7

CLASSIFICATION OF PERSONNEL

7.1. Scope:

7.1.1. Individuals are classified according to their position within the training structure. The AF Form 2096, *Classification/On-the-Job Training*, is used to assign personnel to authorized positions consistent with requirement, individual grades, and skill levels. It may also be used to award, downgrade, and withdraw AFSCs and Special Experience Identifiers (SEIs). Either the immediate supervisor or the training manager in coordination may initiate AF Form 2096. In either case, this is a coordinated effort and the LETM should be involved or aware of the transaction. Classification actions may also be accomplished using PC III.

7.1.2. Before any upgrade to a skill level may occur, all CFETP requirements must be met. This includes items such as CDCs, mandatory schools, CBT, core tasks, and any additional duty position tasks identified as mandatory by the supervisor. Supporting documentation may be found in AFI 36-2201, AFI 36-2101*, Classifying Military Personnel (Officers and Airmen)*, AFMANs 36-2105, *Officer Classification*, and 36-2108, *Airman Classification*.

7.2. Training Status Codes:

7.2.1. All airmen are in some training status code. A brief description of each code may be found in AFI 36-2201. The descriptions have caused some disagreement on which code may apply in a given situation. The following paragraphs are included in this manual to help explain several of the codes in question.

7.2.1.1. TSC M. ANG training managers and supervisors utilize this code to identify personnel that have been selected to retrain to another career field. The code is applied after the individual has been entered into the new duty position and has received or is waiting for a school training line number. The school must be requested as soon as possible with attendance dates to be requested as soon as practical. Personnel may only remain in TSC M for 1 year maximum.

7.2.1.2. TSC D. This code is used by ANG training managers and supervisors to identify personnel that have been moved to a new duty position within the same AFSC but are not fully qualified in all duty position requirements. This indicates that although the appropriate skill level is held by the airman, there is training required before the individual may be considered fully competent in the area. A situation where this would be utilized would be when an airman is reassigned to a different shop within the same career field. For instance, the code would be used if a crew chief moved from the flight line area to the Repair and Reclamation shop, or if an avionics flight line person moved to the Maintenance Operations Center. It may also be used when a new CFETP is released and there are several new core task items that require training. *This code does not impact SORTS reporting.*

7.2.1.3. TSC R. This code is used by ANG training managers and supervisors to identify personnel that have accomplished all skill level requirements appropriate for their grade. Personnel in this code are not in upgrade or qualification training and are considered fully qualified in their duty positions.

Chapter 8

UTILIZATION AND TRAINING WORKSHOPS (U&TW)

8.1. Scope:

8.1.1. This section is designed to provide an understanding of how career field requirements are determined and implemented. U&TWs are held approximately every 3 years for each AFSC. This section is specifically tailored to explain ANG's role in the training design process. Further guidance may be found in AFMAN 36-2245, *Managing Career Field Education and Training.*

8.2. Responsibilities:

8.2.1. The Air Force Career Field Manager (AFCFM) is appointed by the respective HQ USAF Deputy Chief of Staff/Assistant Chief of Staff to ensure development, implementation, and maintenance of CFETPs for the assigned Air Force specialties. AFCFMs communicate directly with Major Command Functional Managers (MFMs) and Air Education and Training Command Training Managers (AETCTM) to disseminate Air Force and career field policies and program requirements. The AFCFM uses the U&TW as a forum and quality control tool to determine and manage career field education and training requirements as they apply to mission needs. The major benefits from the U&TW process are the participation and input from the field. ANGRC normally requests Subject Matter Expert (SME) support from the units for the affected weapons system. Generally, ANGRC has the ability to fund one or two SMEs for each U&TW. Field units are always welcome to send personnel at units' expense and need only coordinate this with the ANG/LGMM training manager.

8.2.2. The CFETP is a comprehensive education and training document that identifies life-cycle education and training requirements, training support resources, and minimum requirements for each specialty. It provides personnel a clear career path to success and instills rigor in all aspects of career field training. The AFCFM develops a CFETP as the core education and training document for a specialty. Normally developed from the U&TW, the CFETP establishes the framework for managing career field education and training; that is, the CFETP specifies the "what, when, where, and how" to progress. The CFETP will be developed according to the TIDES template found in AFMAN 36-2245. When career field personnel fail to meet the established education and training requirements, or possess exceptional qualifications that meet or exceed the established requirements, ANG/LGMM possesses the authority to waive CFETP requirements, including CDCs. The waiver option allows ANGRC to retain or accelerate individuals in training when it is in the best interest of the Air Force.

8.2.3. AFCFMs will review the CFETP annually to ensure the plan is current. Normally, a suspense is sent to the MAJCOMs for input. This suspense is generally very short, particularly if ANGRC must request input from the field. Field units should be maintaining a file on each CFETP outlining problem areas or areas for improvement. This reduces the turnaround time for the suspense to HQ USAF for recommended changes. When input is requested

from the AFCFM for changes to the CFETP, ANGRC will normally notify the applicable SPOCs who in turn gather the data from their field units and consolidate a report of recommended changes to ANGRC.

8.2.4. The AFCFM also oversees the CDC program for the assigned specialties. Specifically, AFCFMs review the CDCs for accuracy, initiate action to develop new or revise CDCs to meet new needs, and determine the appropriate CDCs to use when career fields under their control merge.

8.3. Determining the Need for a U&TW:

8.3.1. HQ USAF determines the need for a U&TW. The need may be management directed, as was done by the Chief of Staff of the Air Force (CSAF) to implement Year of Training policies within each career field, or a functional community choice based on changes to career field mission or roles. In either case, a U&TW allows AFCFMs to better manage the quality of airmen by periodically reviewing and evaluating the methods and means of effectively training them. The U&TW has a wide range of uses. Specifically, the U&TW serves as a forum and a quality control tool.

8.3.2. As a forum, the U&TW is used to determine education and training requirements by bringing together the expertise necessary to establish the most effective and efficient mix of formal and on-the-job training for skill level of a specialty, prepare training standards, and set responsibilities for providing training. It is critical that ANG field units are represented to articulate technical aspects of ANG structure and usage of career fields.

8.3.3. As a quality control tool, the U&TW helps to ensure accuracy, feasibility, and viability to the specialty and allows merging career fields to determine transitional training requirements and plan for any constraints.

8.4. Conducting Research:

8.4.1. In-depth research is the key to effectively conducting a U&TW and eventually preparing a CFETP. Thorough preparation is essential because U&TWs usually involve a large number of representatives, cover a wide range of information and decisions, determine the training necessary for airmen in a specialty to perform the mission, result in large designation of resources, and direct millions of training and study hours. Research is begun when the decision to conduct a U&TW and develop a strawman CFETP is made. Unit level research involves being prepared to discuss ANG concerns as they fit into the overall Air Force picture. It is essential we help to develop our training plans to meet Air Force objectives.

8.5. Identifying Points of Contact:

8.5.1. For ANG, subject matter experts (SMEs) from field units will provide the most accurate and up-to-date information to enhance the decisions made at the U&TW. Therefore, ANGRC will relay information about upcoming U&TWs as it receives the notices. Typically, the appropriate weapons systems SPOCs are contacted and assistance from SMEs is requested. The SMEs along with LGMM functional management support will attend the U&TW for ANG representation.

8.5.2. Other agencies included in the U&TW include the Extension Course Institute (ECI), Air Education and Training Command (AETC) Training Group CDC technical writer, Air Force Occupational Measurement Squadron (AFOMS), Air Force Personnel Center (AFPC) classification analysis section. Additionally, every affected MAJCOM, HQ USAF, Forward Operating Agency (FOA), and any other agency providing resources supporting the specialty training requirements will also be in attendance.

8.6. Supporting Documents:

8.6.1. Documents that drive requirements and responsibilities of the field are gathered, reviewed and evaluated for pertinent information. Documents are acquired that provide policy, procedure, or information to assist in the management of the specialty. Some examples are AFPDs, AFIs, Air Force Manuals (AFMAN), or Air Force Pamphlets (AFPAM). AFOMS can provide occupational support data, such as occupational survey reports (OSR) and training extracts. The AFSC specialty training standard (STS), Part II of the CFETP, will provide the previously designated tasks and technical references. The AETCTM (AETC training manager) for the AFSC will be the focal point for policy, procedure, or information relating to the development of training and can provide the course training standard (CTS), course chart, and the plan of instruction for any technical training courses affecting the specialty.

8.7. Functional Management Input:

8.7.1. The best, and quickest, method for gathering information from the field is for the field to already have their inputs available. The training manager for the maintenance unit should be keeping a file of problems associated

with each AFSC they are responsible for managing. The file should address pertinent questions/problem areas. This information will be used to help ANGRC determine minimum training requirements, standards, and support resources, and develop the strawman CFETP. If this information is kept on a continual basis it becomes more readily available and will be a better, well thought out product. As the U&TWs are announced, these products should be made available for ANG/LGMM review. If there are significant problem areas in a career field this allows for ANG/LGMM to communicate these areas to the schoolhouse and the other MAJCOMs prior to the workshop.

8.8. Identify Job Descriptions:
8.8.1. Field units should also include a review of the existing specialty descriptions and provide recommendations for changes. The Air Force Specialty (AFS) description is currently available in officer and airman classification instructions (AFMANs 36-2105 and 36-2108). These career field descriptions provide a representation of the duties and responsibilities performed and the technical and supervisory skills required by skill level. The description does not attempt to include all duties and responsibilities of all jobs in the specialty. These details will be identified in the CFETP, Part I.

8.9. Identify Job Performance Requirements:
8.9.1. This information is available in the STS, Air Force job qualification standard (AFJQS) and Air Force specialty code (AFSC) OSR. This is a key reason the OSR surveys are so important. This product should be a definitive list of all duties and tasks of the job. Skill level advancement and CDC requirements are also determined as well as items that will be taught in the abbreviated, wartime course.

8.10. Identify Core Tasks:
8.10.1. This tends to cause the most debates at the U&TW. More time is spent identifying core tasks than anything else. Core tasks are those tasks identified as a minimum qualification requirement within an AFS/AFSC or duty position. Core tasks are the minimum, mandatory qualification task requirements that must be certified before an upgrade can occur.
8.10.2. Some tasks identified as critical to a career field may not meet ANG's abilities to train due to limited opportunities for training or safety considerations. Tasks identified as such will be identified at the U&TW with a */R.
Further guidance on core tasks was given earlier in the section under Career Field Training.

8.11. Identify Any MAJCOM Unique Requirements:
8.11.1. Functional Managers identify MAJCOM specific training requirements, and must come prepared to offer all available resources to assist in implementing or supporting these needs. These inputs give an overview of the unique, or perceived as unique, MAJCOM requirements. Before the CFETP is published, it must be a life-cycle document that supports every MAJCOM. Personnel representing ANGRC must be ready to discuss ANG unique issues as applicable.

Chapter 9

COMMUNICATING/COORDINATING

9.1. Scope:
9.1.1. Communication is a very important aspect of the any training manager's job. The LETM must be able to establish a rapport with personnel both up and down the chain of command. Information flow is vital to the health of an organization. The LETM is responsible to ensure the organization remains well informed of changes affecting training policy or procedures. This may be accomplished in a number of ways. This chapter will discuss the training meeting that must be held periodically in accordance with criteria established in applicable training publications as well as information flowing from ANGRC.

9.2. Training Meetings:

9.2.1. Requirements of a training manager include periodically conducting training meetings with supervisors and training monitors in the organization. Requirements for this meeting may be found in AFI 36-2201. Other than passing on policy changes, training meetings should be utilized to present the Status of Training (SOT) briefings since they are an indicator of the overall health of the training program. Meetings may be used to discuss techniques and procedures used in managing work center-training programs, and should discuss strengths and weaknesses of training in order to solve problems and prevent recurrences. These meetings may also be used for teaching and conducting training sessions, improving CDC administration, trainee motivation, proper use and documentation of training documents or other areas needing improvement or emphasis.

9.2.2. The meetings held by the LETM with supervisors and training monitors provides an excellent opportunity for communication. There are many key elements to having a successful meeting. Perhaps the most important is to be prepared. Know what to say and have the data readily available to support the message. Prepare and distribute an agenda of the topics, including time limits, ahead of time. This allows the attendees to be prepared as well. Simply put, ensure the following 5 elements are met:

9.2.2.1. Goal clarity.

9.2.2.2. Climate.

9.2.2.3. Leadership.

9.2.2.4. Decision strategy.

9.2.2.5. Follow-up.

9.2.3. Remember, be prepared before the meeting. Do not spend energy worrying too much about how you will come across. This only tends to add to any nervousness. Be totally confident in what will be presented. Ensure that total credibility is maintained. Present an air of expertise, trustworthiness, composure, and dynamism. Remember eye contact, use natural gestures and movements, be careful of pronunciation, and vary the pitch and rate as well as volume of your voice. Pay particular attention to how emphasis is placed on the words and phrases used. Use the natural anxiety (present in all speakers) as a tool to be more effective, not as a barrier to effective communication. Using these tips will help to make the training meeting a positive experience that benefits the entire organization and lends credibility to the training office.

9.2.4. When the meeting begins, start off on a positive note. This will help keep an adversarial air out of the conversation. Take control of the meeting and keep the attendees on track. Do not allow personal differences to interfere with keeping a professional environment. However, some disagreement is advantageous for getting people to think and air their views. If the meeting is quiet, then it probably is ineffective. If there is a lot of interaction then it should be apparent the audience is truly concerned and is making an attempt to help solve some difficult situations. Let ideas flow by allowing each member to speak and allow other attendees to help evaluate the responses. Remember, if there is a free exchange of ideas there is bound to be some conflict. This interaction should be encouraged, but effectively managed.

9.2.5. After the meeting is over, ensure it is brought to a closure, action items are taken as necessary, and check with the attendees to see if the meeting was a success or not. Remember, they are the customers and your report card is based on their needs being filled; nobody can make an accurate assessment of their own work.

9.3. Policy Changes:

9.3.1. As the focal point for training, the logistics training manager will be expected to deliver and help implement many of the changes and policies that apply to your work centers' training programs. This can be done in various methods depending on the nature of the change.   If it applies to just one area, a one-on-one with the shop supervisor may be appropriate. If the change applies to the majority of the organization, you may utilize OJT meetings to coordinate and implement the changes. In this environment, open discussion among the attendees most often can result in a plan to implement the new procedures. Ensure this is captured in the meeting minutes. You may also want to develop an Operating Instruction (OI) that will give guidance on the implementation. OIs are useful when there is no other regulatory guidance available.

9.4. Single Point of Contact (SPOC) for Logistics Training:

9.4.1. Each weapons system has one or more SPOCs. They are recommended by ANG/LGMM and approved by the LG Council. The philosophy behind establishing SPOCs is so LGMM can better feel the pulse of the ANG logistics training programs and enhance its ability to make sound managerial and technical decisions. This results in providing better service and support to units. Many questions from LETMs could be resolved by contacting a SPOC or counterpart first instead of a direct call to ANGRC. While LGMM is always open to questions from field units,

there could be an existing fix that a SPOC has experienced. This allows some problem solving to be held to a lower level. This may reduce response time and allows the "chain" a chance to work.

9.4.2. Responsibilities of the SPOC include but are not limited to:

9.4.2.1. Liaison between ANGRC and LETMs:

9.4.2.1.1. Forward information from ANGRC to units.

9.4.2.1.2. Survey units and provide ANGRC feedback.

9.4.2.2. Mentor for LETMs:

9.4.2.2.1. Provide guidance and technical assistance.

9.4.2.3. Stay informed of new policies and programs and feed that information to supported field units.

9.4.2.4. Attend meetings and workshops when requested by ANGRC.

9.4.2.5. Maintain AFSC files as storage for information concerning career field problems to be presented at the U&TW.

9.4.3. LETMs have certain responsibilities to the SPOC, to include:

9.4.3.1. Respond to surveys within time limits.

9.4.3.2. Gather information and forward to SPOC regarding career field concerns (i.e. core task difficulties). These concerns will be brought up at the next AFSC Utilization & Training Workshop.

9.4.3.3. Keep their SPOC informed of any changes in their DSN or e-mail address.

9.4.3.4. Forward pertinent information received from the SPOC (or ANGRC) to affected shops.

Chapter 10

FORMAL TRAINING

10.1. Scope:

10.1.1. The formal school process develops a more knowledgeable trainee. Professional instructors are utilized and the student learns in a controlled environment. This allows the student to be away from typical home-station duties and responsibilities allowing them adequate time to study and learn the new AFSC. Additionally, OJT time is always reduced when formal training is utilized. MRT further reduces the home station OJT burden since units receive a person capable of being utilized immediately after arrival at home station.

10.1.2. In order to meet mission requirements, individuals may be expected to complete many formal training courses during their career. The base recruiting office is responsible for acquiring Basic Military Training and 3-level awarding technical schools for all non-prior service personnel. Although local policy may dictate otherwise, in most places, the LETM is responsible for ensuring schools are requested for personnel retraining. Review AFCAT 36-2223 for any prerequisites

10.1.3. After the trainee graduates, it is the LETM's responsibility for ensuring that the trainee completes all training required in their AFSC or duty position. This may include, Career Development Courses (CDC), specialized correspondence courses, Training Detachments (TDs), 7-level awarding technical courses, Professional Military Courses, and various Distance Learning Courses which consists of satellite, Video Teletraining (VTT) and Computer Based Training (CBT). Civilian agencies may also be utilized to meet the training needs of the organization. Forms such as DD Form 1556, *Request, Authorization Agreement, Certification of Training and Reimbursement*, need to be filled out for Type 1 classes. Refer to AFI 36-2201 for Type 1 classes. Instructions on completing DD Form 1556 are on the form.

10.2. Days and Dollars:

10.2.1. Funding to support non-prior service personnel to attend BMT and Technical Training (3-level) courses is centrally funded at ANGRC. Formal School Training Workdays (FST) and MIL PERS dollars to support prior service members attending mandatory training is distributed to each MPF at the beginning of the FY. However, full time technicians and active guard reserve (AGR) TDY to school is funded from a different "pot" of money called "O&M" (Operations & Maintenance). O&M funds are unit funds obligated for such purposes as operating the base, payrolls, flying & repairing aircraft/equipment, and full-time/AGR TDYs.

10.2.2. Your unit may allow members to use their annual training to attend formal school. In that case, the supporting funds come from your bases military funds. Another avenue of funding for school is through the State.

There may be funding available for civilians to attend Type 1 (contractor) schools. Check with your Human Resources Management Office for more information on this type of funding and accomplish the DD form 1556 to request the training.

10.2.3. There are many types of days and dollars available for use in attending formal schools. For current policies and detailed information on types of days and funding, check with your BETM, Resource Advisor, Unit Workday Control Monitor and your Human Resources Management Office. Additional information may be found in ANGI 36-2001, *Management of Training and Operational Support Within the Air National Guard.*

Table 1. FTD Scheduling Priorities

LINE	A PRIORITY	B TYPE OF TRAINING SUPPORTED
1	1	Activations and conversions
2	2	En route-short tour
3	3	Initial skills
4	4	En route-long tour
5	5	MAJCOM priority
6	6	Security Assistance Training Program (SATP)
7	7	Unit priority
8	8	Other

10.3. Mission Ready Technician:

10.3.1. The Mission Ready Technician (MRT) is a dual phased training program combining classroom theory mixed with hands-on training in a controlled academic environment. It is designed to result in significant task certification and concentrates on tasks an individual will perform during the first 6-12 months in the duty section. MRT training enhances the current 3-level technical courses, giving us a more qualified individual to start work immediately. This relieves much of the burden of OJT from our supervisors for the initial phase in getting personnel qualified. The graduate returns to the unit with a CFETP that includes documented task certifications from the school.

10.4. TD Policy and Procedures:

10.4.1. The 982nd Training Group manages the resource requirements for the TD (formerly called FTD) program. It works with the supported MAJCOMs to approve:

10.4.1.1. Activations.

10.4.1.2. Deactivations.

10.4.1.3. Relocations.

10.4.1.4. Discontinuance of field training support units.

10.4.2. The formal schools branch in ANG/MPT, submits requirements for TD support and keeps the servicing TD informed of changes in scheduled requirements. They will ensure that student names and course numbers are identified to the 982nd TG through the AFTMS (AF Training Management System). Priority courses will be identified. The resources branch of ANG/MPT will budget funds for ANGRC directed mandatory student TDYs.

10.4.3. When prioritizing field training scheduling, FTD personnel will use table 1 as a guide for validated training requirements that exceed FTD capabilities. Normally, we fall into a priority equivalent with the MAJCOMs.

Occasionally this may be inadequate due to mission requirements. Examples may include situations where an individual had been waived from attendance at a technical school due to past qualifications but attendance at the TD has been made mandatory. If a lengthy wait for a school affects mission requirements, ANG/LGMM may send a request to HQ USAF and 982 TG to waive a scheduling priority. Situations such as this will be handled on a case-by-case basis.

10.5. Requesting TDs:
10.5.1. Requesting a TD should be accomplished by contacting ANG/MPT directly by e-mail or FAX. Your SPOC has the current Point of Contact for TDs. Ensure an information copy of the school request is sent to the BETM so they are aware that they will be receiving a TLN (Training Line Number) for the individual(s). The following information must be provided:
10.5.1.1. Course number.
10.5.1.2. Approximate timeframe the school is needed (the more flexible, the better your chance of getting a date).
10.5.1.3. Location (optional).
10.5.1.4. Name and SSAN of student.
10.5.1.5. POC (training manager).

10.6. Aircraft Conversions:
10.6.1. When notified of an aircraft conversion or new equipment being acquired, technicians will need to receive training necessary to support the unit's new or additional mission. A Site Activation Task Force (SATAF), managed and operated by ANGRC will be assigned to assist in every aspect of the conversion.   A TD team chief and numerous instructors will be assigned to a converting unit to ensure that the necessary training is accomplished. The training manager's duties will be to coordinate all efforts to include, but not limited to, classroom space, audiovisual equipment, student rosters, administrative support, etc. In addition to this you may be required to obtain other formal training that the training team cannot deliver.

10.7. Training Waivers:
10.7.1. Waivers are considered in cases where equivalent training has been attained through an alternative method to preclude repeating previously validated requirements in the CFETP, AFI 36-2201, AFMAN 36-2108 or AFMAN 36-2101. Waivers are *not* granted as a *convenience* for an individual or unit. Waivers are not granted solely on monetary concerns. Waivers will not be granted to allow for home station OJT in lieu of attendance at a formal school. Waivers of 3 or 7-level technical schools, two-time CDC failures, the basic electronics portion of a technical school or maintenance oriented courses, and upgrade time requirements are some of the types of waivers you may process. Formal schools are the preferred choice and are used when possible.
10.7.2. For a successful training/classification waiver package, the following information is provided:
10.7.2.1. Always include a current personnel RIP. This *must* be a PC III or similar product. It may *not* be a local/CAMS product. The RIP must show the person in the duty position that the waiver is being requested for.
10.7.2.2. Always include current CFETP. Verify its accuracy with AFIND 8 (which may still be inaccurate) or pubs bulletins. *A stand-alone AFJQS or an automated product is not acceptable for a waiver request.* CFETPs has been published for *all* 2AXXX career fields now. All minimum requirements must have been addressed for the type waiver being requested. For instance, some items may not have been accomplished, however, a training plan must have been submitted with a path for getting the necessary minimum training accomplished. This may include items of equipment not applicable to your organization but which are significant for a career field.
10.7.2.3. Any CDC applicable to the waiver must have a copy of the ECI Form 9 showing when the requirements were completed. If you do not have the ECI Form 9, contact ECI and they will send a copy of the record.
10.7.2.4. It is *mandatory* the unit commander's endorsement is included. This cover sheet needs to identify the name of the individual being waived, rank, SSN, exactly what the request is for, what, if any, alternative choices are being requested. Alternatives may be a different school and should include the name of the school and the applicable course number (IE: want to send them to a TD instead of a tech school). The cover sheet also needs to state why the individual is requesting the waiver. Reasons include things such as degrees, licenses, and qualifications/alternative schools previously attended pertinent to the career field.
10.7.2.4.1. A cover letter from the unit commander *and* supervisor *should* be included.
10.7.2.5. Supporting documentation must be included such as licenses, certificates, transcripts, work history documentation from past employers, diplomas, 2096s, etc.
10.7.2.6. The waiver must have gone through, as a minimum, the unit Commander, Base Education and Training Manager, the State TAG office, and then to ANG/MPT, ANGRC classifications branch. Also, it is always

beneficial to get a letter of endorsement by the commander (both unit and LG). A review by the LETM can help ensure it meets requirements for submission.

10.7.3. Upon receipt of the waiver package at ANG/MPT, it will be logged in and suspensed to the applicable ANGCFM (ANG career field manager). The ANGCFM has 30 days suspense to complete the evaluation. Upon approval/disapproval, the cover sheet is mailed directly back to the TAG's office and a copy sent to MPT to clear their suspense files.

10.8. Course Prerequisite Waivers:

10.8.1. Many technical training courses require prerequisite courses or qualifications. Course prerequisites are listed in AFCAT 36-2223. If a member has previously met the requirement, it is in the best interest of the member, the unit, and the ANG to pursue a waiver. A good example is the prerequisite course for Electronic Principles that is mandatory for all of our electronic/avionics courses. If a member has previously attended a formal school that included the Electronics Principles course, the requirement can be waived for the retraining course. Request these types of waivers by FAX to ANG/MPT. Once approved by MPT, the request is forwarded to the schoolhouse. The schoolhouse will review the request and, in most cases, contact you with further instructions, such as the new reporting date for those with Electronic Principles waivers.

10.9. Student Report Card:

10.9.1. AETC Form 156, is a tool used to improve feedback in technical training on all enlisted students completing 3-level technical training. It documents areas of training completed, actual performance, strengths, and weaknesses. The AETC Form 156 will be forwarded from the schoolhouse to the BETM for processing. The BETM should forward this through the squadron commander to the immediate supervisor. The AETC Form 156 is filed in the trainee's AF Form 623 until they are upgraded to the 5-level. Supervisors use the student training report card during the initial evaluation of knowledge and skills to provide training on any identified weak areas.

10.10. Graduate Assessment Survey:

10.10.1. This is an AETC survey sent out for recent technical school graduates to determine if the school was a positive experience as well as an effective learning tool. This 3-question survey provides feedback from the supervisor to determine if the outcome meets with their expectations for the course. This feedback is both internal to AETC as well as external to the MAJCOMs. Surveys are used to identify training requirements and standards and normally are sent to units 2 to 4 months after the student graduates with a 90-day suspense for ANG/AFRC. .

Chapter 11

CAREER DEVELOPMENT COURSE (CDC) PROGRAM MANAGEMENT

11.1. Scope:

11.1.1. CDCs are self-study courses produced to help enlisted personnel complete the specialty knowledge portion of the dual-channel on-the-job-training program. Enlisted personnel must complete the CDC courses successfully at various stages to advance in their careers. CDCs are mandatory courses and may not be taken on a voluntary basis by enlisted personnel. However, commanders may require a CDC to be taken for qualification in a duty position outside of the normal upgrade when it is in the best interest of the unit. Enrollments in this situation will be handled the same as if in upgrade training.

11.1.2. Personnel entered into upgrade or retraining are required to complete CDCs when available. The Extension Course Institute (ECI) catalog contains descriptions of CDCs. Contact your BETM to be placed on distribution for the catalog. It is also available on the World Wide Web. ECI produces a quarterly listing of AFSCs with CDCs required. Policy and procedures for enrollments, extensions, course examinations, reactivations and reenrollment procedures, course time limits, and prerequisites are found in this catalog.

11.1.3. Trainees must complete the CDC that was required when they entered upgrade training, unless the AFCFM publishes specific effective dates for newly activated or reactivated courses. As ECI curriculum changes, subsequent lists may reflect changed mandatory requirements. Therefore, it is strongly recommended that previous

copies of the list be retained. The most current listing of the ECI course catalog can be found on the internet at [http://www.cdsar.af.mil/eci/eciproto.htm].

11.2. CDC Enrollments:

11.2.1. When an individual is entered into upgrade training, review ECI's listing to see if a CDC is required. Follow procedures that have been implemented by the Base Education and Training Manager (BETM) for ordering CDCs. A record of the transaction should be kept on file. This provides a history of when the course was ordered. A recommendation is to set up a suspense system for CDC transactions until that action is accomplished. It is essential accurate records are kept when managing this program. If not, a CDC could expire requiring a CDC reactivation. Reactivations require coordination with the BETM and ANGRC.

11.2.1.1. When a trainee graduates from a 3-level technical school and has spent at least 2 months in apprenticeship training, check with the supervisor to order the 5-level CDC. The CDC will then be issued after the trainee completes the 3-month mandatory apprenticeship training. In some cases, more than one CDC is required for upgrade. Coordinate with the supervisor to order the CDC that is applicable to the current training situation. When the trainee has successfully completed the first CDC, enroll them in the subsequent course upon supervisor approval.

11.2.1.2. Upon promotion to SSgt enter the trainee in upgrade training and order the appropriate set of CDCs for award of the 7-skill level.

11.2.2. AFI 36-2201 sets the maximum interval for volume completion for ANG as well as active duty participants. It is important that personnel are not set up for failure. Supervisors, as well as training managers, are responsible to the trainee to ensure that a briefing is given on the importance of the CDC and what to expect when taking it.

11.3. CDC Extensions:

11.3.1. CDC extensions may be necessary in some situations. Course extensions should be considered out of the norm and should not be encouraged. Emphasize to supervisors that trainees should meet established volume completion time frames in AFI 36-2201. Course extensions were designed to help students when events beyond their control prevent them from meeting the time requirements.

11.3.2. Extensions may be requested through PC III or the BETM. Consult your BETM for local procedures. It is important that if an extension is necessary, it is applied for 3 months prior to the course completion date.

11.4. Course Examinations (CE):

11.4.1. Coordinate with the trainee's immediate supervisor to order the CE when the trainee has completed the last volume of their CDC. Advise the supervisor approximately how long it will take for the CE to arrive at the test control facility. Upon receipt of the CE, coordinate with the supervisor to schedule the trainee to take the course exam. In coordination with the supervisor, ***ensure that the trainee is prepared to test prior to taking the CE.***

11.5. CDC Reactivations:

11.5.1. A trainee generally has 1 year, plus a possible 4-month extension to complete most CDCs. If the CDC is not completed in this timeframe, a one-time reactivation for course completion is available in most cases.

11.5.1.1. A reactivation is not a reenrollment. When the reactivation is approved, students have 90 days to complete the reactivated course. For current reactivation policies, check with your BETM. Failure to provide necessary information causes increased technician workload while slowing down the CDC reactivation process.

11.6. Specialized Courses:

11.6.1. Specialized courses are also available for career enhancement. The Extension Course Institute (ECI) catalog lists all SCs available for enrollment. SCs may be taken on a voluntary basis, much like the PME courses.

Chapter 12

INSTRUCTIONAL SYSTEMS DEVELOPMENT

12.1. Scope:

12.1.1. In the past, the Air Force ISD manual and pamphlet focused on how ISD applied to technical training. There was little or no guidance on applying the ISD process to unit-training or On-the-Job training. The revised AFMAN 36-2234, *Instructional System Development*, provides guidance necessary for applying the ISD process throughout the Air Force and the Air National Guard regardless of the type of education or training being developed. AFH 36-2235, Volume 11 provides specific guidance and procedures for applying ISD to unit-training and On-the-Job training.

12.1.2. Planning, developing, delivering, supporting, and managing a training system requires considerable time and effort on the part of the training managers, supervisors, trainers, and subject matter experts who make up the unit-training team.   The individual efforts of each team member ensure that effective, cost efficient training is developed and integrated into a total training system using the principles of quality improvement (QI). A total system model includes the phases of ISD, system functions, and the QI process.

12.1.3. The system functions of the ISD modes are:

12.1.3.1. Management - the function of directing or controlling instructional system development and operations.

12.1.3.2. Support - the function of maintaining all parts of the system.

12.1.3.3. Administration - the function of day-to-day processing and record keeping.

12.1.3.4. Delivery- the function of maintaining or presenting all parts of the system.

12.1.3.5. Evaluation- the function of continuously gathering feedback data through formative, summative, and operational evaluations to assess system and trainee performance.

12.1.4.   The phases of the ISD model are:

12.1.4.1. Analyze - determines what instruction is needed.

12.1.4.2. Design - instruction to meet the need.

12.1.4.3. Develop - instructional materials to support system requirements.

12.1.4.4. Implement - the instructional system.

12.2. Quality improvement:

12.2.1. Quality improvement is the continuous organized creation of beneficial change to the training system. It is an independent evaluation to determine whether the training is meeting the users' and trainees' needs.

12.2.2. All principles of quality are implemented in the ISD process. The ISD process ensures total quality in the training environment by continuously evaluating the process and products.

12.2.2.1. The customer defines quality.

12.2.2.2. Know your mission.

12.2.2.3. Know your customer.

12.2.2.4. Set goals and standards.

12.2.2.5. Focus on customers.

12.2.2.6. Manage by fact.

12.2.2.7. Foster teamwork.

12.2.2.8. Empower your people.

12.2.2.9. Integrate quality in all phases.

12.2.2.10. Evaluate quality constantly.

12.3. Setting Up Training Programs:

12.3.1. The ISD process starts with a training need. It normally comes to the training office in the form of a formal request to develop or revise unit-training courses or OJT programs. The LETM's responsibility is to assist the work center supervisors in applying the ISD techniques to help set up a training program. Specific guidance may be found in AFH 36-2235 V11, AFMANs 36-2234, and 36-2236.

Chapter 13

LESSON PLANS

13.1. Scope:

13.1.1. Lesson plans are used to ensure standardization for knowledge and performance task training so any trainer/instructor will present material in the same way to all students. A lesson plan provides information in the

proper sequence, shows the relationship of one subject to another, and identifies all tools, equipment and references necessary for teaching. Lesson plans help the instructor's confidence by utilizing proven methods and materials.

13.1.2. Although there are many formats for lesson plans, they are usually broken down into two distinct parts:

13.1.3. Plan of Instruction (POI) is useful in planning, organizing, and managing classes/courses, and consists of three parts—1) heading, 2) course content and 3) supporting materials and guidance.

13.1.4. The heading identifies the lesson subject. The course content lists, in outline format, the unit of instruction, the objective and the teaching steps for each objective. The support materials and guidance identifies student materials, audiovisual aids, training equipment, training time and instructional guidance.

13.1.5. The teaching guide consists of three main parts. They are:

13.1.5.1. Introduction.

13.1.5.2. Body.

13.1.5.3. Conclusion.

13.1.6. The introduction is the crucial part of the presentation because it establishes rapport with the students and sets the stage for the teaching/learning process. The introduction is written in a single column format and includes the following elements:

13.1.6.1. Attention. Opening statement to gain the attention of the students.

13.1.6.2. Motivation. Stresses the reasons why the student needs to learn the skill or knowledge presented and to increase student confidence by relating the content to past experiences and future applications.

13.1.6.3. Overview. Includes sequence of events, what is required of them, evaluation procedures, and safety procedures.

13.1.6.4. Transition. Bridges the gap between the introduction and the body of the lesson. Helps the flow of material presentation from previous to new.

13.1.7. The body includes the actual accomplishment of the objective and is presented in two column format either on one page or two pages, face-to-face in a notebook. The left column lists the material to be taught and is usually in outline format and contains:

13.1.7.1. Presentation. The what and how of the lesson and testable material based on the objective.

13.1.7.2. Application. Students perform tasks, projects, or exercises if applicable.

13.1.7.3. Evaluation. Allows the instructor to determine the effectiveness of the instruction and student learning. The right column is used for personalization of the lesson plan.

13.1.8. The conclusion is prepared in single column format. The conclusion includes:

13.1.8.1. Summary. Reemphasizes the objective, main teaching steps and sub-teaching steps. This enhances the student's retention of the information.

13.1.8.2. Re-motivation. Re-motivate the students by emphasizing the reasons for remembering and using the information and skills taught.

13.1.8.3. Closure. Use appropriate comments to let the students know without doubt that the lesson is completed. This releases the student from further participation.

13.1.9. Lesson plans should also include a review page that indicates the validity of the information included. Reviews should be accomplished annually by a subject matter expert, and should provide space for remarks and suggested changes. Further information on lesson plans can be found in AFMAN 36-2236, *Handbook for Air Force Instructors.*

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OFFICIAL

DEBORAH GILMORE   **1 Attachment**
Chief   **References, Abbreviations, Acronyms, and Terms**
Administrative Services

Attachment 1

REFERENCES, ABBREVIATIONS, ACRONYMS, AND TERMS

References:

ANGI 21-101,	*Maintenance Management of Aircraft*
ANGI 36-2001,	*Management of Training and Operational Support Within the Air National Guard*
AFIND 8,	*Numerical Index of Specialized Education and Training Publications*
AFPD 36-22,	*Military Training*
AFPD 36-80,	*Reserve Training and Education*
AFI 36-2101,	*Military Personnel Classification Policy*
AFI 36-2105,	*Officer Classification*
AFI 36-2108,	*Airman Classification*
AFI 36-2201,	*Developing, Managing, and Conducting Training*
AFI 36-2202,	*Managing and Conducting Military Training Programs*
AFPAM 36-2211,	*Guide for Management of Air Force Training Systems*
AFCAT 36-2223,	*USAF Formal Schools*
AFI 36-2232,	*Maintenance Training*
AFMAN 36-2234,	*Instructional System Development*
AFH 36-2235,	*Information for Designers of Instructional System*, Volumes 1-11
AFH 36-2236,	*Handbook for Air Force Instructors*
AFMAN 36-2245,	*Managing Career Field Education and Training*
AFMAN 36-2247,	*Planning, Conducting, Administering, and Evaluating Training*
AFM 66-279 Vol XVII,	*Equipment Maintenance Core Automated Maintenance System (CAMS)*
DoDI 1322.20,	*Development and Management of Interactive Courseware for Military Training*
ACCI 36-2251,	*Aircraft Maintenance Training Program*
AMCI 21-104,	*Aircraft Maintenance Training*

Abbreviations/Acronyms:

AETC	Air Education and Training Command
AETCM	Air Education and Training CommandManagers
AFCAT	Air Force Catalog
AFCFM	Air Force Career Field Manager
AFH	Air Force Handbook
AFI	Air Force Instruction
AFIND	Air Force Index
AFJQS	Air Force Job Qualification Standard
AFMAN	Air Force Manual
AFPC	Air Force Personnel Center
AFOMS	Air Force Occupational Measurement Squadron
AFP	Air Force Pamphlet
AFPD	Air Force Policy Directive
AFRC	Air Force Reserve Command
AFRES	Air Force Reserve
AFS	Air Force Specialty
AFSC	Air Force Specialty Code
AFTMS	Air Force Training Management System
AGR	Active Guard Reserve
ANG	Air National Guard
APDS-II	Automated Personnel Data System

APU	Auxiliary Power Unit
ARPC	Air Reserve Personnel Center
ATS	Automated Training Systems
AV	Audio Visual
BETM	Base Education & Training Manager
BLMPS	Base Level Management Personnel System
CAFSC	Control Air Force Specialty Code
CAI	Computer Assisted Instruction
CAMS	Core Automated Maintenance System
CAR	Customer Account Representative
CBI	Computer based Instruction
CBT	Computer Based Training
CCAF	Community College of the Air Force
CDC	Career Development Course
CE	Course Examination
CERT	Certification
CFETP	Career Field Education & Training Plan
CJQS	Command Job Qualification Training
CPR	Cardio Pulmonary Resuscitation
CTS	Course Training Standard
DAFSC	Duty Air Force Specialty Code
DOC	Design Operational Capabilities
DoD	Department of Defense
DSN	Defense Switched Network
ECI	Extension Course Institute
EST	Enlisted Specialty Training
E&T	Education and Training
FTD	Field Training Detachment
INSP	Inspection
ISD	Instructional System Development
JQS	Job Qualification Standard
JST	Job Site Training
LETM	Logistics Education & Training Manager
MAJCOM	Major Command
MFM	Major command Functional Manager
MFR	Memo for Record
MPF	Military Personnel Flight
MRT	Mission Ready Technician
MTL	Master Task Listing
MTS	Military Training Standard
MTT	Mobile Training Team
OCR	Office of Collateral Responsibility
OI	Operating Instruction
OJT	On-the-Job Training
OPR	Office of Primary Responsibility
OSR	Occupational Survey Report
PAFSC	Primary Air Force Specialty Code
PB	Publication Bulletin
PCIII	Personnel Concept III
PDO	Publications Distribution Office
PDS	Personnel Data System
PFE	Promotion Fitness Exam
PME	Professional Military Education
POC	Point of Contact

POI   Plan of Instruction
QA   Quality Assurance
QT   Qualification Training
QTP   Qualification Training Package
RIP   Record of Individual Personnel
SATAF   Site Activation Task Force
SAV   Staff Assistance Visit
SC   Specialized Courses
SME   Subject Matter Experts
SORTS   Status of Resources and Training
SOS   Squadron Officer School
SPOC   Single Point of Contact
STS   Specialty Training Standard
TCF   Test Control Facility
TCO   Test Control Officer
TD   Training Detachment
TDY   Temporary Duty
TER   Training Evaluation Report
TO   Technical Order
TQR   Training Quality Report
TRICS   Transaction Identifier
TSC   Training Status Codes
UGT   Upgrade Training
UMD   Unit Manpower Document
UPMR   Unit Personnel Manning Report
URE   Unit Review Exercise
UTA   Unit Training Assembly
UTC   Unit Type Code
UTM   Unit Training Manager
U&TW   Utilization and Training Workshop
VRE   Volume Review Exercise
VTT   Video Teletraining

Terms:

Additional Tasks Training— Tasks required to be performed by a work center that are not mandatory for skill level upgrade training.

Advanced Training-- A formal training course for selected career airmen at the advanced level of an AFS for a technical or supervisor-level AFS.

Air Force Specialty-- A group of positions requiring common qualifications. Each AFS has a title and a code.

Air Force Job Qualification Standard (AFJQS)-- A comprehensive task list common to all persons serving in the duty position, which describe a particular job type or duty position

Ancillary Training-- Programs or courses that contribute to mission accomplishment, but are separate from the requirements in an individual's primary Air Force specialty (AFS) or occupational series. Ancillary training ensures that Air Force personnel receive an adequate blend of both general and technical knowledge and capabilities. ATPs fall into three categories:
- Functional and additional duty
- General
- Awareness

Area Support-- Field training that a designated training detachment (TD) provides to a unit not receiving support from an on-site field training detachment. The designated TD supports more than one US Air Force installation under this arrangement.

Awareness Ancillary Programs—These are programs not requiring attendance at formal training sessions or documentation (such as standards of conduct training). Members satisfy requirements informally by:
- Newspaper and bulletin articles.
- Commanders' call topics.
- Read-and-sign items.

CAMS-- Core Automated Maintenance Data System.

Career Field Education and Training Plan (CFETP)-- A comprehensive core training document that identifies:
- Life-cycle education and training requirements.
- Training support resources.
- Minimum core task requirements for a specialty.

The CFETP aims to give personnel a clear career path and instill a sense of industry in career field training.

Certification--A formal indication of an individual's ability to perform a task to required standards.

Certification Official--A person whom the commander assigns to determine an individual's ability to perform a task to required standards.

Contract Training-- Type I training that receives the same priority funding as Air Force-directed training. It supports initial groups of instructors, operators, and so on, that the Air Force requires for new or modified weapon systems.

Core Task--Tasks that AFCFMs identify as minimum qualification requirements within an AFSC.   These are the minimum tasks necessary for certification for an individual to be upgraded.

Course Training Standard (CTS)---A training standard that identifies the training members will receive in a specific course.

Critical tasks-- Tasks identified by the work center supervisor as having a detrimental effect on mission accomplishment if not performed correctly. These may be directed from higher authority.

Cross Utilization Training (CUT)-- Training designed to qualify personnel to perform tasks that are not established requirements in their awarded AFSC. Examples may be found in AMCI 21-104 and ACCI 36-2251.

Distributed Training-- Formal courses that a training wing or a contractor develops for export to a field location (in place of resident training) for trainees to complete without the on-site support of the formal school instructor.

Exportable Course-- Instructional packages that personnel design for use in the field. The course may include printed, computer-based, or other audiovisual materials.

Familiarization Training-- Field training courses that personnel modify to acquaint field personnel with specific weapon systems and subsystems. This training primarily helps supervisory personnel reach their required knowledge level.

Field Training--Technical, operator, and other training that either an FTD or field training team conducts at operational locations on specific systems and associated direct-support equipment for maintenance.

Field Training Backlog--A backlog of trainees that the Air Force specifically identifies (according to the classifications of "available," "priority," and "total") in order to manage field training requirements more efficiently.

- *Available Backlog* - The number of persons awaiting training and available for class attendance in a particular field training course that a designated field training unit offers (as AF Form 898, *Field Training Requirements Scheduling Document*, documents and validates).
- *Priority Backlog* - The number of persons available for training in a priority course that the servicing field training unit will not be able to conduct within the next 2 months (as AF Form 898, *Field Training Requirements Scheduling Document*, documents and certifies). A priority course is a MAJCOM-designated, work center-related FTD course that satisfies basic MDS (Mission, Design, Series) and equipment specific training in sortie producing and job certification skills as HQ USAF identifies (see AFCAT 36-2223, chapter 6). Unit level priority courses are additional courses that the OG or LG commander determines to be priority.
- *Total Backlog* - The total number of persons waiting training in a particular course that a designated field training unit offers.

Formal Staff Assistance Visits-- A carefully planned and comprehensive visit resulting in a documented assessment of the effectiveness and quality of training along with required assistance provided.

FTD Operating Location (OL)-- A field training site geographically separated from its parent FTD that supports a continuing training requirement in a limited number of specialties. These are no longer called FTDs although the term is still used. The correct term for FTD has been changed to TD.

Field Training Team (FTT)-- A team of TD instructors who conduct on-site training for a specified and limited period of time. FTTs commonly support:
- Unit activations and conversions.
- The SATAF.

Functional and Additional Duty Ancillary Training-- Formal training for:
- A specific group of persons in subjects with a direct mission impact.
- An individual preparing for an additional duty.

Go/No Go - In OJT, the stage at which an individual has gained enough skill, knowledge, and experience to perform the tasks without supervision. The individual meets local requirements for accuracy and time.

Host Unit-- One or more units for which the Air Force sets up a TD based on its projected field training requirement.

Informal Staff Assistance Visits-- Any assistance provided that results in improvements to a work center's training program.

Initial Skills Training -- A formal resident course which results in award of the entry level.

Job Site Training—Formal training tailored via distance learning for use at the job site rather than in-residence.

Master Task Listing-- Document maintained within the work center that identifies all tasks performed in work center. This includes core, critical, and wartime tasks. This document can be automated.

Master Training Plan-- A comprehensive plan for work center. It includes the MTL, QTPs, AFJQS, CFETP, and any other document that supports training.

Mobile Training Team-- Trainers, training aids, and operational equipment that formal schools send to bases or operating locations.

Mobile Training Set (MTS)-- A portable set of system training equipment, consisting of trainers, training aids, and operational equipment that personnel design for maintenance training in the field.

On-the-Job Training--Hands-on, over-the-shoulder training conducted to certify personnel in both upgrade (skill level award) and job qualification (duty position certification) training.

Partial Course-- Selected portions of a course that the FTD commander or chief and the LG or OG commander:
- Jointly approve for presentation
- Offer on a recurring basis with no need to issue AF Form 1256

Position Qualification Training--Training designed to qualify an airman in a specific position.

Qualification Training-- Hands-on performance training that personnel design to qualify an airman in a specific position. This training occurs both during and after upgrade training.

Quality Control-- Procedures authorities set up to evaluate airmen qualifications.

Specialized Skill Training-- Air Force specialty training that provides the skills and knowledge needed to perform at an advanced skill level or in a supervisory position. Members receive this training after gaining work experience in an Air Force specialty.

Special Training--- Formal courses of instruction that personnel design to meet specific, one-time training needs.

Specialty Training Standard-- An Air Force publication that describes skills and knowledge that airman in a particular Air Force specialty needs on the job. It further serves as a contract between the Air Education and Training Command and the user to show the overall training requirements for an Air Force specialty code that the formal schools teach.

Standard-- An exact value, a physical entity, or an abstract concept, established and defined by authority, custom, or common consent to serve as a reference, model, or rule in measuring quantities or qualities, establishing practices or procedures, or evaluating results. A standard indicates a fixed quantity or quality.

Supplemental Training-- Training for a portion of an AFS without a change in AFSC. This involves formal training dealing with new equipment, methods, or technology that are not suited for on-the-job training.

Task-- A unit of work activity or operation that forms a significant part of a duty. A task usually has clear beginning and ending points and directly observable or otherwise measurable processes, frequently but not always resulting in a product that can be evaluated for quantity, quality, accuracy, or fitness in the work environment. A task is performed for its own sake; that is, it is not dependent upon other tasks, although it may fall in a sequence with other tasks in a duty or job array.

Task Certifier-- See Certification Official.

Task-Oriented Training (TOT)-- System training that emphasizes:
- Hands-on practice with the applicable equipment.
- Performance of maintenance tasks.

Trainer-- A trained and qualified person that teaches airmen to perform specific tasks through OJT. Also, this identifies equipment that the trainer uses to teach airmen specified tasks.

Training Capability-- The ability of a unit or base to provide training. Authorities consider the availability of equipment, qualified trainers, study reference materials, and so on in determining a unit's training capability.

Training Detachment (TD)-- An AETC detachment that provides maintenance-oriented technical training, at an operational location, on specific systems and their aerospace ground equipment. A TD aims to:
- Qualify personnel on new equipment or in new techniques and procedures.
- Maintain proficiency and to increase skill and knowledge.

- Acquaint personnel with specific systems.
- Keep personnel aware of changing concepts and requirements.

Training Equipment-- The generic term for items that trainers use to train aircrew, missile, maintenance, support, or operator personnel. Trainers teach with these items by picturing, simulating, or otherwise demonstrating the characteristics of a system, facility, or piece of equipment.

Trained Personnel Requirements (TPR)-- Number of personnel programmed to be trained against Air Force requirements.

Training Provider-- An organization that develops or conducts training.

Training Session-- Training that trainers conduct based on technical data for a maintenance task that existing courses can not support.

Type 1 Training-- "Contract training" or "factory training" that:
- The AETC arranges for Air Force and other DoD personnel.
- Contractors conduct at either the contractor's location or a DoD facility.

Type 2 Training-- AETC special, resident, one-time training that AETC instructors conduct at an AETC base or operating location to qualify new groups of operations and maintenance personnel working on new or modified weapons systems.

Type 3 Training-- AETC regular, resident training (see AFCAT 36-2223). ***NOTE:*** Some special training requirements may involve this type of training.

Type 4 Training-- Special or regular onsite training that FTDs or MTTs conduct. These FTDs and MTTs consist of AETC instructors that authorities have temporarily assigned to conduct onsite training at operational units.

Type 5 Training-- Special training Air Force personnel receive from:
- The other services.
- DoD.
- Other Government agencies.
- Air Force activities other than the AETC or the Aerospace Medical Division of the Air Force Materiel Command (AFMC).

Type 6 Training-- See "Job Site Training".

Upgrade Training --Training that leads to the award of a higher skill level.

Wartime Tasks--Tasks necessary to provide a wartime capability for a unit. These may vary between units depending on a unit's wartime mission.